

**TOPIC: ADDITIONAL APPOINTMENTS TO THE “EDUCATIONAL
SUCCESS TASK FORCE” CREATED BY SENATE BILL 11-111**

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I. SUMMARY

Senate Bill 11-111 created the *Educational Success Task Force* (task force), an entity established to study intervention strategies, recommend best practices to school districts, and recommend statutory or regulatory changes for the purpose of minimizing the need for remediation in postsecondary education. The task force is housed in the Colorado Department of Education.

Members of the task force are to be jointly appointed by the State Board of Education (SBE) and Colorado Commission on Higher Education (CCHE). The bill specifies certain constituencies to be represented on the task force. Staff from CDE and Department of Higher Education (DHE) collaborated to prepare recommendations for the leadership and membership of the task force.

SBE appointed individuals to this task force during its August 4th monthly meeting. It is anticipated that the SBE will appoint individuals to this task force and to lead this task force during its monthly meeting on September 15th. The membership to the task force recommended to the SBE and CCHE is identical.

II. BACKGROUND

The enabling legislation spells out specific duties for which the task force is responsible, including:

1. Identification of the junctures within a student's academic career at which grade-level academic performance, or higher, is critical to a student's continued academic progress and to ensuring the student can demonstrate postsecondary and workforce readiness no later than high school graduation;
2. Review of the data and research on intervention education services and remedial education and identify best practices and strategies for identifying students in need of intervention education services, for providing intervention education services at the appropriate junctures in the elementary and secondary education levels, and for providing remedial education at the postsecondary education level. Best practices and strategies may include, but need not be limited to, recommendations regarding curriculum, methods of delivering intervention education services at the elementary and secondary education levels, professional development, and methods of delivering remedial education services in postsecondary education, including the use of diagnostic placement testing, the use of modularized, shorter-term courses, electronic delivery of course work, and tutoring;

Review of the use of students' individual career and academic plans and make recommendations for diagnostically using a student's assessment results in creating and maintaining the student's icap and for including intervention strategies, where appropriate, in a student's icap;

4. Review of the practice of social promotion in the public schools of the state and recommend alternative strategies for ensuring students are making sufficient academic progress to demonstrate postsecondary and workforce readiness no later than high school graduation; and

5. Review of state statutes, state board rules, and the guidelines adopted by the commission and recommend any appropriate changes to assist school districts and public schools in providing intervention education services to help ensure that students demonstrate postsecondary and workforce readiness no later than high school graduation and to assist institutions of higher education in providing remedial education.

The task force is required to work with the Governor's Education Leadership Council (ELC). On or before July 1, 2012, the task force must submit findings and recommendations to SBE and CCHE; in turn, CDE and CDHE will post such findings on their respective websites. Also, the task force shall recommend legislation to legislative council and shall meet with the House and Senate education committees no later than January 31, 2012. This task force is repealed as of July 1, 2013.

III. STAFF ANALYSIS

After receiving nominations and soliciting the interest of subject matter experts in areas related to the requirements of the task force, staff from CDE and DHE collaborated to prepare recommendations for the leadership and membership of the task force. After review by DHE Deputy Executive Director and CDE Deputy Commissioner, DHE and CDE staff prepared a combined nomination list of co-chairs and additional members for appointment by both the SBE and CCHE. The additional recommended membership and leadership meets the statutory requirements for the task force. If the CCHE and SBE accept the staff recommendations for the task force, formal letters of appointment from DHE and CDE staff will be sent to the appointees.

IV. STAFF RECOMMENDATIONS

That the CCHE approve the appointment of the additional name (highlighted in yellow) and co-chair leadership included in Attachment A to the Education Success Task Force.

STATUTORY AUTHORITY

22-7-1103 (2) (a), C.R.S. (2011) Educational Success Task Force – created – membership